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ASSIGNMENT BOOKLET
SST1150 Social Studies 10-1
Module 2 Assignment Booklet

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- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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SOCIAL STUDIES 10-1

ASSIGNMENT BOOKLET

Learn  veryWare

Module 2: Early Global Connections

we explore

Social Studies 10-1
Module 2: Early Global Connections
Assignment Booklet
ISBN 978-0-7741-3072-1

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
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MODULE 2 ASSIGNMENT BOOKLET

The assignments that you complete may or may not be graded. Contact your teacher to determine which assignments will be graded.

Module 2: Section 1 Inquiry

This is the graded activity for the Inquiry into the Issue.

Complete the “Interactions” and “Investigating the Interactions” questions that follow.

Interactions

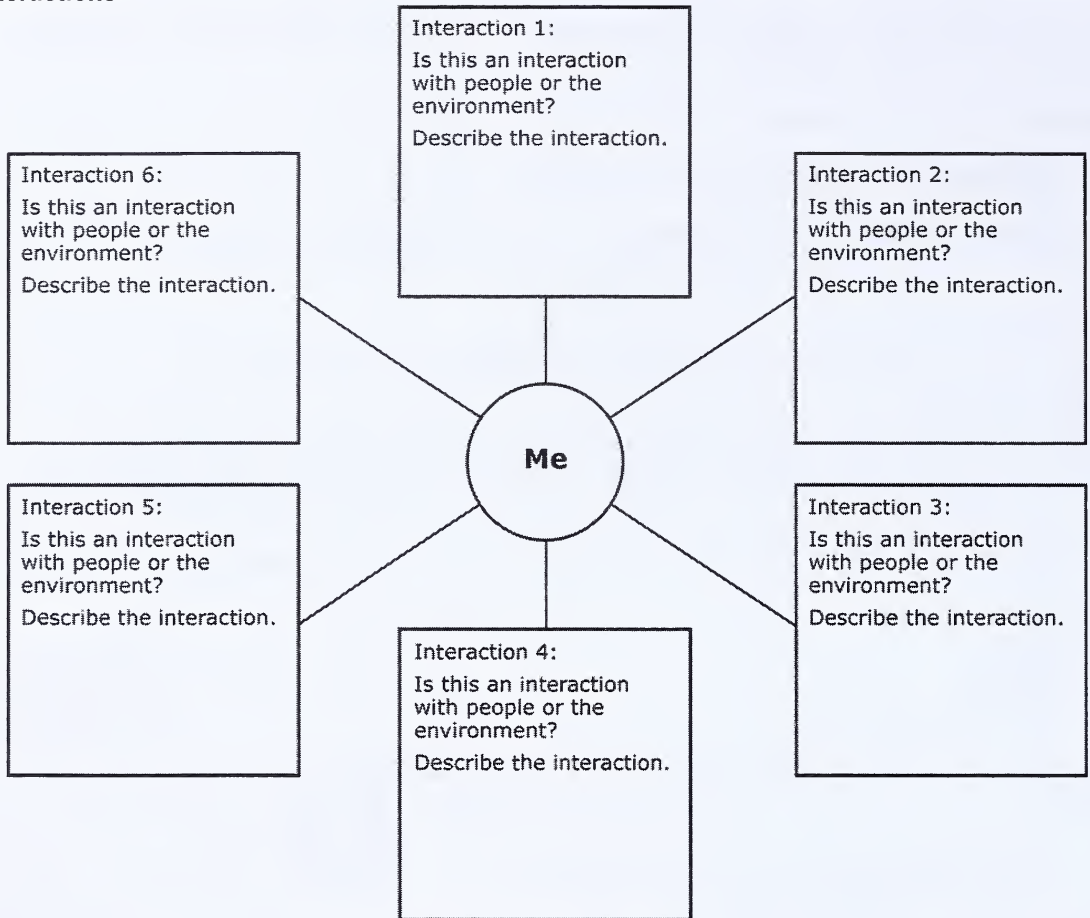
What are your interactions with people and the environment?

In 2005 Kyle MacDonald began a blog in which he offered to trade one red paper clip for a house. Fourteen interactions later, MacDonald got his house. What would be your one red paper clip experience? Your inquiry in this section begins by observing your interactions. You will record the people and environment you come into contact with and then record these observations in the chart.

Reflect on each interaction you have over the course of a week. Record details of each interaction.

- the person you met
- the context
- the purpose
- the location and the time

Use the template on the following page to record your observations. You may add more text boxes if needed.

Interactions

Scoring Criteria: Interactions (10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Relevance of Information	Most of the information does not relate to the identified factor.	Approximately half of the information relates to the identified factor.	All the information clearly relates to the identified factor.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Thoughtful, Interesting Reflections	Provides, at most, one reflection per question. Any reflections are likely trivial.	Reflections raise thoughtful or interesting points for half of the questions	Reflections raise very thoughtful or interesting points for each question.

Investigating the Interactions—People and the Environment

Analyze the interactions you recorded and how these interactions were created. Reflect on the factors that led to these interactions and what impact they have on your life. Analyze the person, context, purpose, location, and time. Identify the possible factors that led to each interaction. If you identified more interactions than space here allows for, create your own table and attach it to this Assignment Booklet.

[illegible]

Scoring Criteria: Investigating the Interactions: People and the Environment (10 marks)

	Underdeveloped (2)	Competent (6)	Well-Developed (10)
Analysis of the Interactions	Provides limited descriptions of interactions (less than three) and the factors that created the interactions.	Provides descriptions of interactions (three to five) supported by factors that created the interactions.	Provides detailed descriptions of interactions (more than five), well-supported by thoughtful consideration of the diverse factors that created the interactions.

Module 2: Section 1: Lesson 1: Get Focused

Journal: Assessing My Cultural Understandings

Write a Journal or Blog reflection on your “Assessing My Cultural Understandings” results. How critical are cultural understandings to being welcomed in a society you have just entered?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

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There is more room for your response on the following page.

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Module 2: Section 1: Lesson 1: Explore 1

Factors Fostering Possible Contact Between Indigenous and Non-Indigenous Peoples in the Americas

This is the graded activity for Explore 1.

Identify factors that foster possible contact. In the second column, explain how each factor fosters contact between Indigenous and non-Indigenous peoples.

Factors Fostering Possible Contact	Supporting Evidence

Scoring Criteria: Factors Fostering Possible Contact Between Indigenous and Non-Indigenous Peoples in the Americas
(10 marks)

	Underdeveloped (2)	Competent (6)	Well-Developed (10)
Analysis of the Factors	Provides limited descriptions of factors (less than three) and how the factors foster possible contact.	Provides descriptions of factors (three to five) and how the factors foster possible contact.	Provides detailed descriptions of factors (more than five), well-supported by thoughtful consideration of how the diverse factors foster possible contact.

Module 2: Section 1: Lesson 1: Explore 2

Contact Between the Groups: What, Where, Why, When, and How?

This is the graded activity for Explore 2.

First contact—research what happened. With three other students, assign one topic from the Research List to each person.

Most of the accounts about first contact that have survived over time are European in perspective. Your frequent and successful search results will commonly be connected to the European explorer. You may use suggested references available at the Online Reference Centre. You may also contact your teacher for information about additional websites that will provide information from Indigenous perspectives.

Discuss and share your research to complete your copy of Contact Between the Groups: What, Where, Why, When and How?

Questions	Details			
	Contact 1	Contact 2	Contact 3	Contact 4
Who was involved?				
When did it happen?				

Where did it take place?				
Why do I think it happened?				
How was contact made?				

Scoring Criteria: Contact Between the Groups: What, Where, Why, When, and How?
(10 marks)

	Underdeveloped (2)	Competent (6)	Well-Developed (10)
Analysis of the Contact	Provides limited descriptions of contact (less than three).	Provides descriptions of contact (three to five).	Provides detailed descriptions of contact (more than five), well-supported by thoughtful consideration of the event.

Journal: Four Examples of First Contact

Write a Journal or Blog reflection on the similarities and differences in the contact. What factors and circumstances are the most similar between the four examples? What factors and circumstances are the most different between the four examples

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

There is more room for your response on the following page.

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Module 2: Section 1: Lesson 1: Explore 3

Comparing the Impacts of Contact

This is a required activity to support the inquiry but may not be graded by your teacher.

In what ways did contact shape how each group interacted with the other? Research and analyze two accounts of contact between Indigenous peoples and Europeans.

Record your observations about the two accounts of contact between Indigenous peoples and Europeans.

Comparing the Impacts of Contact		
	Account 1	Account 2
How did they meet?		
How did they react to one another?		
How were they able to communicate with each other?		
What impressions did they have of each other?		
How did they act with each other?		

Journal: Impressions

Note three key ideas you discussed with your group about Impressions.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

There is more room for your response on the following page.

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Module 2: Section 1: Lesson 2: Get Focused

Petition for Expedition to New Lands for New Resources

Travel back to the time where you have an audience with a European monarch. Petition for the funds necessary to finance an expedition westward to the Americas and promote the benefits you may claim on behalf of the monarch. Prepare a written or oral speech. You may wish to present your speech to your classmates, record a podcast of the speech, or share a written copy using communication tools.

Scoring Criteria: Petition for Expedition to New Lands for New Resources
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Presentation	Presentation is undeveloped and fails to meet all assigned criteria.	Presentation reflects most of all assigned criteria.	Presentation reflects effort, creativity, and all assigned criteria.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Persuasiveness	Presentation lacks persuasion and sound arguments.	Presentation is based on some sound arguments.	Presentation is very persuasive and based on sound arguments.

Journal: Benefits of a Westward Expedition

Write a Journal or Blog reflection about motives to travel to unknown lands. What influence might your motives have on the first contact between you and the people you meet?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

There is more room for your response on the following page.

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Module 2: Section 1: Lesson 2: Explore 1

Motives Checklist

This is a required activity to support the inquiry but may not be graded by your teacher.

Analyze motives and sort the diverse motives held by both groups at the time of first contact. While reading, use the checklist to identify the most common motives and the motives shared by both groups.

Motive	Aboriginal Groups	Europeans
	Identify the Aboriginal group and provide evidence to support your analysis.	Identify the European group and provide evidence to support your analysis.
trade for non-local goods		
curiosity about new peoples and/or lands		
prestige for self or the nation		
sense of adventure to travel to unknown territories		
political power		
economic profit, wealth, and power		
religious and/or spiritual values and beliefs		
efficient trade networks		
religious and cultural knowledge		
relationship to the land		
possession of territory		
other		

Journal: First Meetings

Write a reflection on how motives guided the first meetings. In all first meetings, are there common, diverse, or conflicting motives on both sides?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

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Module 2: Section 1: Lesson 2: Explore 2

Journal: What Assumptions?

Write a reflection on your discussion. To what extent did your group demonstrate common, diverse, and/or conflicting assumptions?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

[illegible]

Exploring World Views

From the readings, organize the values and beliefs that are most common.

Elements of World View	Aboriginal World View	European World View
beliefs about a person's place in the world		
beliefs about a person's relationship with nature		
beliefs about people's relationships with others		
beliefs about god(s) and people's relationship with it/them		
things considered most valuable in life		
things considered least valuable in life		

World Views, Perspectives, and Relationships

Review your Exploring World Views chart.

Take a position on the following statement: World views have a relationship on the perspectives and relationships between Indigenous and non-Indigenous peoples.

Place an **X** beside the position that best reflects your views.

- ☐ World views have a **significant** relationship on the perspectives and relationships between Indigenous and non-Indigenous peoples.
- ☐ World views have **some** relationship on the perspectives and relationships between Indigenous and non-Indigenous peoples.
- ☐ World views have a **limited** relationship on the perspectives and relationships between Indigenous and non-Indigenous peoples.

Journal: Persuasive Statement

Write a Journal or Blog reflection. Assess your persuasive statement. Did many students consider your statement as valid?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

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Module 2: Section 1: Lesson 3: Get Focused

The Philosophy of My Jeans

This is a required activity to support the inquiry but may not be graded by your teacher.

1. Complete the survey. Place a check mark next to the statement that reflects your views.

Statement	Absolutely Agree	Somewhat Agree	Disagree
I want to purchase jeans that make me feel good.			
I want to purchase jeans that make me fit in with the people around me.			
I want the jeans that everyone else purchases.			
I want a choice in the style and brand of my jeans.			
I choose to purchase high-end jeans.			

2. Based on your survey responses, create a statement that reflects your philosophy of your jeans.

My philosophy: _____

3. Place a check mark beside the ideas, values, and beliefs that reflect your survey responses and your philosophy statement.

- ☐ I have the freedom to choose what I want to wear and how I want to look.
- ☐ I have the freedom to work and to earn money.
- ☐ I have the freedom to decide where I want to spend my money.
- ☐ Stores should supply what the consumer demands.
- ☐ Prices should reflect the supply and demand of the consumer.
- ☐ Choice is my right if I can afford it.
- ☐ I have a quality of life that entitles me to purchase what makes me happy.
- ☐ Only the most successful companies profit from meeting consumer demands.
- ☐ My purchases encourage a strong work force.
- ☐ Globalization benefits the people of the developing world by responding to the demands of North American consumers.

4. a. Identify the legacies of encouraging the demand and supply of your jeans. What impact does your purchase create globally?

The Legacies of Encouraging the Demand and Supply of My Jeans

Who?	Impacts on Cultural, Social, Economic, and Political Aspects of Life
Your Friends and Family	Does your purchase influence others to purchase the same?
The Salesperson in Your Community	In what ways might your purchase impact the job and wages of the salesperson?
The Retailer in Alberta	In what ways might your purchase impact the success of the retailer?
The Manufacturer in Rome	In what ways might your purchase impact the yearly income of the manufacturer's company?
The Garment Worker in Indonesia	In what ways might your purchase impact the job, wages, and quality of work conditions and life of the garment worker in Indonesia?

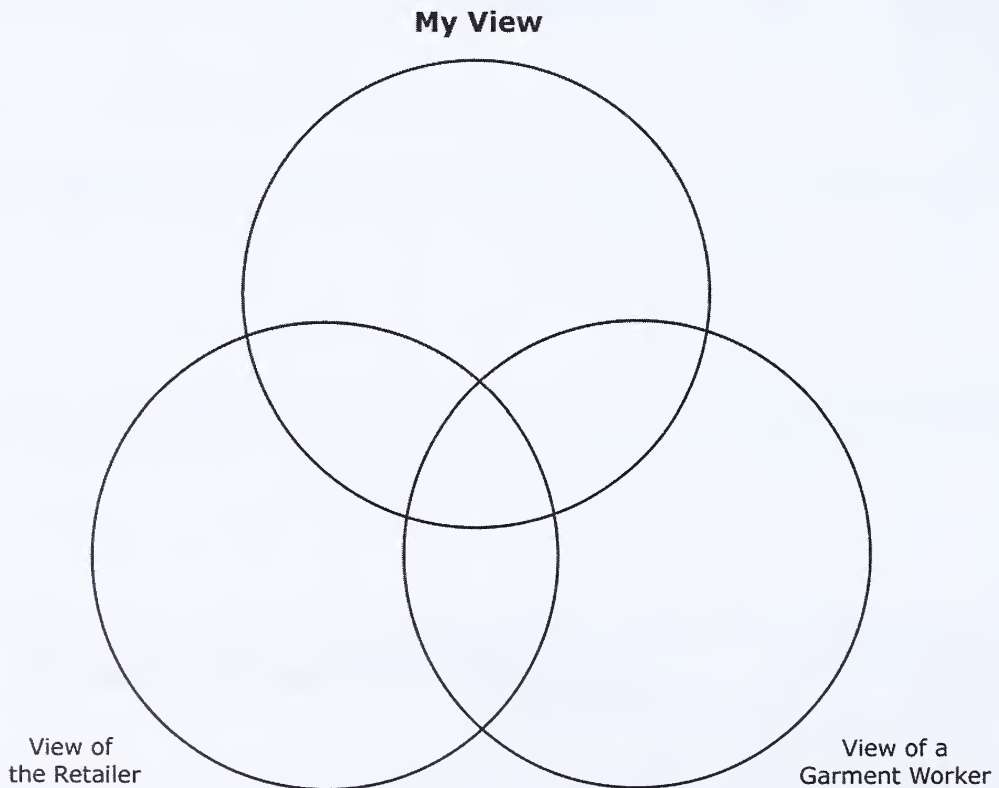
b. Rank the overall impact:

- ☐ great impact
- ☐ some impact
- ☐ limited impact

Explain your ranking.

Ideas, Values, and Beliefs Concept Map

1. Reflect on the views of those connected to the purchase of your jeans. Fill in each circle. For each point of view, list the ideas, values, and beliefs that guide the sale and purchase of a pair of jeans.
2. Identify the common ideas, values, and beliefs between yourself, the retailer, and the garment worker and list them in the overlapping regions of the Venn diagram.



Scoring Criteria: The Philosophy of My Jeans
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Concept Map	Provides limited detail.	Some aspects well-detailed; others limited.	Each component of concept map well-detailed.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Analysis and Representation of Ideas	Represents one or no view at all.	Some representation of the ideas of two or all views; shared and unique.	Represents thorough analysis of all views; shared ideas, values, and beliefs, and those unique to the view.

Module 2: Section 1: Lesson 3: Explore 1

Journal: Influential Ideas

Write a Journal or Blog reflection. Based on your discussion, record the three most influential ideas that shaped historical globalization.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

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Module 2: Section 1: Lesson 3: Explore 2**Mapping the Exchanges and Legacies of Cultural Contact**

This is the graded activity for Explore 2.

You will be creating a map with layers of information that illustrates the exchanges and impacts of cultural contact. There are diverse perspectives. Narrow your focus by selecting a theme for your map. Gather information within the suggested reading selections of your textbook and by researching suggested topics related to first contact and exchanges between Indigenous and non-Indigenous peoples. When you finish your map, attach it to this Assignment Booklet.

1. Using the mapping or drawing tools of your choice, create a map. Your map should contain the following layers of information:
 - labelled world map of continents that experienced first contact between Indigenous and non-Indigenous peoples
 - arrows illustrating the direction of contact (for example, from Europe to the Americas or from the Americas to Europe)
 - a legend that identifies the types of exchange
 - information overlays displaying the impacts of cultural exchange
2. Choose one of the following selections from your textbook:
 - “How Did Cultural Contact Affect the Beothuk?” (pages 122 and 123)
 - “Records of the Past: The Drawings of Shawnadithit” (page 123)
 - “Shawnadithit: Voice from the Past” (page 124)
 - “How Did Cultural Contact Affect Potlatch Societies?” (pages 125 and 126)
 - “The Effects of Cultural Contact on North American Society” (pages 127 and 128)
 - “Changing Policies, Changing Practices” (pages 166 and 167)
 - “Confederation” (pages 168 and 169)
3. Select a map theme from the following list. Create your map based on the criteria in question 2.
 - the exchange of food
 - the exchange of plants and animals
 - the Columbian exchange
 - the triangle trade
 - the exchange of European and Aboriginal technologies

Scoring Criteria: Mapping the Exchanges and Legacies of Cultural Contact
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Concept Map	Poorly Organized	Map is organized and legible.	Map layout and presentation of information is very detailed and organized.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Content	Limited background provided about exchanges and impacts of cultural contact.	Provides information mostly relevant to the criteria and exchanges and impacts of cultural contact.	Provides relevant and detailed information about exchanges and impacts of cultural contact.

Journal: Concept Map

Analyze the perspectives from the different maps you have reviewed in your exchange. Record in your Journal or Blog what you would consider to be the most lasting legacy of cultural contact.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

There is more room for your response on the following page.

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Module 2: Section 1: Section Challenge

Investigating the Event

This is a graded activity.

Choose one of the relationships featured in this section or research one that interests you. You may choose a relationship involving an Indigenous group of Canada or from elsewhere in the world. Select a shared historical incident that has risen out of capitalist, industrialist, or imperialist world views: for example, Doctrine of Discovery of 1493; Royal Proclamation of 1763; Indian Act, 1876.

Summarize the main details of the event. Record your details in the chart.

Investigating the Event				
Questions	Answer/ Details			
	Original Version		Alternate Version	
<i>What</i> happened?				
<i>Who</i> was involved?				
<i>When</i> did it happen?				

Why do I think it happened?				
How was it resolved?				

Scoring Criteria: Investigating the Event
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Specific, Revealing Descriptions	Provides almost no descriptive observations. Any observations are vague or about insignificant matters.	For half of the interactions, provides descriptions about potentially important details.	For each interaction, provides specific descriptions about important details.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Thoughtful, Interesting Reflections	Provides, at most, one reflection per question. Any reflections are likely trivial.	Reflections raise thoughtful or interesting points for half of the questions.	Reflections raise very thoughtful or interesting points for each question.

Rewriting History

This is a graded activity.

Rewrite a historical account of an event about imperialism or historical globalization from an alternative perspective.

Investigate the alternative perspectives. Analyze the historical world view in the account of the event.

- What is the tone of the account? Are groups treated sympathetically? Are loaded words used?
- What are the omissions in the account? What group's story is presented?
- Whose story seems to be ignored or dismissed?

Propose revisions that include an alternative perspective of the experience. Use three criteria:

- The details are accurate. (Do not change details of events.)
- The account is entirely based on another group's perspective.
- The account is a plausible interpretation of how people from this group might view the event.

Rewrite the account. Describe the relationship based on the perspective of an unrepresented group. Create a balanced account of the experience that integrates both versions (the mainstream and the unrepresented version) to create your fair-minded account of the event.

Apply criteria of a fair-minded account by asking the following question: What would a fair-minded account sound like? Indicators of fair-minded accounts include these criteria:

- uses descriptive, impartial language (Be mindful of the tone of language and omissions that might be expected in an account that is presently solely from one group's perspective.)
- includes alternative perspectives
- includes expression of impacts of imperialism on Indigenous peoples that are not wholly negative or positive
- includes expression of recognition and fair treatment of conflicting perspectives
- includes positive or negative judgments that are also clearly sensitive to the opposing points of view

Create a presentation to share the event as a revised account. Select a format for the presentation of your revised account. It can be visual, audio, or a combination of both. For example, VoiceThreads is a tool that combines audio narration and static images.

**Scoring Criteria: Rewriting History
(10 marks)**

	Underdeveloped (2)	Competent (6)	Well-Developed (10)
Fair-Minded Account	<p>Provides aspects of the original one perspective account with no changes.</p> <p>Provides a revised account that excludes the perspectives of one of the groups involved.</p> <p>Lacks recognition or fair treatment of conflicting perspectives.</p> <p>Lacks sensitivity towards opposing points of view.</p> <p>Uses mostly descriptive, Impartial language.</p>	<p>Includes expression of impacts of imperialism on Indigenous peoples that are not wholly negative or positive.</p> <p>Includes some expression of recognition and fair treatment of conflicting perspectives.</p> <p>Includes positive or negative judgments that are mostly sensitive to the opposing points of view.</p> <p>Includes at least one alternative perspective.</p>	<p>Exceptional account that reflects impartiality, sensitivity to opposing points of view, and recognition and fair treatment of conflicting perspectives without imposing bias in favour of one party over another.</p>

